

# Religious Education



**The Brook Special Primary School**

**Last Reviewed Summer Term 2021**

# **Religious Education**

## **Curriculum Statement**

**The Brook Special Primary School**

**“Religion and beliefs inform our values and are reflected in what we say and how we behave. Re is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society”.**

**RE also contributes to pupils’ personal development and well-being and to promote mutual respect and tolerance in a diverse society” Religious Education in English Schools : non – Statutory guidance 2010.**

Religious Education is a vehicle for promoting sensitivity to the needs and feelings of others and a respect for people of other cultures and beliefs focussed on the children’s own life experiences.

The teaching of RE should help pupils learn **about** religion as well as learning **from** the different religions and should encourage a respect for the beliefs and symbols of those religions.

**Studying R.E. offers pupils opportunities to :**

- Develop Knowledge and understanding of Religion, beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.
- Develop an understanding of themselves in relation to their identity and belonging both within the local and global communities.
- Develop an awareness of different faiths, values, customs, cultures and beliefs.
- Develop an understanding of life experiences i.e. birth , death, special /significant occasions.
- Develop spiritual awareness by providing opportunities for reflection and contemplation.
- Promote positive behaviour and attitudes
- Experience a sense of awe and wonder
- Develop spiritually , morally and culturally.

In response to these opportunities pupils learn about R.E.by

- using stories, artefacts, photographs , ICT and visits to places of interest as well as visits to the school from people from different faiths.
- Encountering people, literature, the creative and expressive arts and resources from different cultures.
- Gaining knowledge, skills and understanding of how different religions celebrate.
- Becoming aware of the relationships between religions and cultures and how religious beliefs contribute to cultural identity and practise.
- Moving from studying the familiar to the less familiar ( e.g. observing a different culture/ religion)
- Communicating and recording their understanding of Religion, beliefs , teaching and different cultural practices

## **Approaches to teaching**

Approaches to teaching of R.E. should be practical and meaningful. Pupils will be taught using a multisensory and cross curricular approach. Where the use of resources or artefacts from different religions is required they should be treated with respect and of special importance.

Through our teaching pupils will be encouraged to respect the beliefs, cultures and values of others. Positive images of and attitudes towards all our pupils and their religions/cultures are developed, with difference and diversity valued and celebrated.

We are aware that R.E. can involve abstract concepts but the subject also allows for practical multisensory activities which should begin with a personal focus on the lives of the pupils

### **In our teaching we aim to focus on the following aspects of R.E:**

- The concept of rights and responsibilities to include developing a sense of conscience
- To help pupils to develop, understand and value relationships
- To help pupils to understand the cycle of life from birth to death and the associated rituals and customs
- To recognise the diversity but also the common ground between religions and cultures
- To help pupil's develop and express their own views and ideas on religious and spiritual issues.

Educational visits form an important part of school life. All classes have regular sessions out into the community, using the school mini bus or local transport. These visits can be used to support the R.E. curriculum, provide opportunities to generalise skills taught in the class room, and give our pupils a wider experience of the world around them.

### **These visits also:**

- Support and reinforce the R.E. curriculum
- Develop independence and questioning skills
- Encouraging independence in the community e.g. use of local community buildings such as places of worship and the Marcus Garvey Library at Tottenham Green
- Transfer skills in different context
- Transfer appropriate behaviour learned in school
- Widen our pupils experience of the worlds around them.

**'Pupils' own experience of life should be reflected in the planning of RE and should make use of:**

**Life experiences:** Passing of time, birthdays, annual celebrations, changes, new relationships, seasonal cycles, life and death.

**Spiritual awareness:** By providing opportunities for reflection and contemplation at assemblies, awe and wonder on particular visits, sailing in the park, circle times, quietening at the end of sessions, reflection at the end of the day.

**Awakening a desire to communicate and participate:** Pupil voice and school council, stories, drama, books, music, shared activities, group activities, integration.

**Helping student's deal with challenge of disappointment, sorrow, fear and frustration:** Drama, PSE, acceptance and understanding of behaviour as communication, meeting challenges with support.

**Enabling students to celebrate their own and other people's achievements:** Celebration assemblies, end of session evaluations, circle times, display.

Many of the elements of RE can be supported by other curriculum areas e.g. History and Geography and by the ethos of the school.

#### **Ensuring Access to RE:**

- Fixed periods in the time table e.g. meditation and quietness at the end of the school day, listening to special music.
- A theme across a range of activities e.g. light and dark, happy and sad, journeys
- An element in assemblies e.g. recognising achievements, smelling incense, participating
- Learning to trust, looking at someone
- Unplanned occasions e.g. smelling a cake cooking, snowflakes, rain or wind on faces
- Occasions e.g. birthday parties, festivals

#### **Equal Opportunities**

All pupils, regardless of gender, ethnic origin, race, age or disability are to be given access to all Religious Education teaching and resources provided by the school.

Parents retain the right to withdraw their child from Religious Education.

Religious education must not be denominational although teaching about denominational differences is permitted.

Legislation does not define which principle religious should be taught but it has become accepted that all principal religions in Great Britain should be included. Traditionally, there are six major world religions, namely: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism; but it should be recognised that there are other faiths represented within the school e.g. Rastafarianism.

All schools in Haringey are required to deliver the **Core** curriculum – this is defined as:

**The Core:**

Christianity is to be taught at each Key Stage “reflecting the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain” Education Reform Act 1988 s.8(3)

**Assessment, Recording and Reporting :**

**Statements of experience/achievement**

Relating the Aims for Religious Education to the Attainment Targets and through to records of experience/achievements is crucial for:

- **Planning** future work, setting tasks and providing learning experiences appropriate to the pupils ability and development.
- **Providing Objectives** for pupils’ learning
- **Building** on learning experiences provided to ensure continuity and progression

**Recording, Monitoring and Evaluation**

Recording should be useful, relevant and to the point Teachers should prepare plans which identify the areas of learning to be covered each term and record experiences and achievements in RE which will be reported to parents at the Annual Review. The term planner (Flo Longhorn 1993) may provide a useful resource. Policy will be reviewed annually by the school and the Governing Body.

**Guidelines for recording the experiences/achievements of all pupils are as follows:**

### **Human Experience:**

- Experiences other individuals/groups of people
- Is beginning to develop an awareness of other people
- Is beginning to develop an awareness of self
- Is beginning to develop an awareness of belonging to a group
- Is beginning to develop an awareness of self in relation to others
- Is beginning to develop a level of self- esteem
- Is aware of the contribution they make as part of a group
- Is beginning to demonstrate emotional responses to happenings e.g. happy/sad
- Can demonstrate an awareness of other people's emotions
- Hear/ experiences a range of stories about human experiences
- Listens to a range of stories of human experiences e.g. families /friendship, loss change and can relate these to own experiences.

### **The World Around:**

- Experiences /responds to the natural world
- Experiences/responds to different environments
- Experiences situations which may evoke a sense of awe and wonderment e.g. raindrops/wind/lights/darkness
- Expresses curiosity and interest in the world around
- Is able to identify different environments
- Is beginning to be aware of how people care for living things and their environment

### **Special People/Key Figures:**

- Recognises people in own family
- Recognises familiar people in school
- Recognises familiar people in the local community/environment
- Experiences/meet members of different faith communities
- Meets and interacts with leaders from different faith communities
- Is aware of differences of faiths through artefacts etc.
- Is aware that some people follow a religious way of life
- Is aware some people believe a God to be important

### **Special books/sacred writings:**

- Experiences /enjoys the tactile qualities of a book

- Listens to stories/poetry
- Recognises/anticipates favourite stories/poems/books
- Experiences/begins to show an awareness of books which are special to people
- Develops an awareness that holy books from different faiths should be respected and handled carefully
- Is able to identify stories from different faiths
- Identifies key figures in stories from different faiths

### **Special buildings/places of worship:**

- Experiences a variety of different buildings in the community
- Has encountered a variety of sensory experiences in places of worship e.g. heard music, chanting touched different materials from which buildings are constructed :smelt incense: watched Candle/ sacred light burning; looked at touched fabrics and embroideries
- Begins to demonstrate an awareness of the distinctive atmosphere of religious place
- Begins to develop respectful behaviours in place of worship
- Experiences/has opportunities for quiet reflection both in school and on visits to places of worship

### **Special Times, Festivals and Celebrations:**

- Experiences sights, colours, smells tastes, sounds associated with special times, celebrations at home and at school
- Experiences a variety of special times, events, religious celebrations
- Begins to show an awareness/anticipation of special events and milestones in own life e.g. birthdays
- Begins to show an awareness of special events within the family/school e.g. birth/assemblies
- Begins to recognise there are times which have special significance
- Begins to recognise/experience the importance of preparations for festivals/celebrations
- Begins to show an awareness of the pattern for religious festivals

### **Language, symbol and communication:**

- Experiences signs/symbols/objects of reference in everyday life
- Begins to show an awareness of the meaning of signs/symbols/objects of reference
- Experiences/recognises symbols associated with religious festivals /celebrations
- Can match symbols/artefacts to the religion to which they belong
- Begins to understand the importance of artefacts as a focus attention within particular celebrations/faith

### **Resources:**

Resources for RE, are kept in labelled boxes within the curriculum resources of the staffroom. They include artefacts from all the major religions taught in the school- Christianity, Hinduism, Islam, Judaism and Sikhism. All requirements should be booked through the RE coordinator.

**Useful References:**

Brown, E: **Religious Education for All** 1996, London –David Fulton

DFE: **Religious Education and Collective Worship Circular 1/94**

**DFE: Religious Education in Schools : Non – Statutory Guidance 2010**

London Borough of Haringey: **Agreed Syllabus on Religious Education 2005**

Longhorn, F: **Religious Education for Very Special Children** 1993 ORCA